Academic Program Review

ACADEMIC YEAR	2010-2013	☐ Basic Skills ☒ Transfer ☐ Career Technical Education (CTE)
PROGRAM	Arabic	
DEPARTMENT	World Languages and Communication	
DIVISION	Arts Letters and Learning Services	
SUBMITTER	José Salvador Ruiz	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**PAST PROGRAM GOAL #1**	**INSTITUTIONAL GOAL(S)**
	Identify Program Goal from Last Program Review: Arabic does not have a formal program, so there were no program goals identified in the last program review.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Term	Ex Day Sections	Ex Day Fill	EX Day Enroll
Fall 2010	1	124%	31
Fall 2011	1	120%	30
Fall 2012	1	76%	19
Spring 2011	1	132%	33
Spring 2012	1	92%	23
Spring 2013	1	88%	22
Average	6.0	105.3%	26.3

We only offer one class per semester at night. Therefore, there is not much room for analysis in terms of day vs extended day classes. What the data shows is a decline in enrollment and fill rate in the spring and fall 2012, and in the spring 2013 semesters. This could be due to the fact that students are not motivated to take Arab 100 anymore because is a stand alone class. We have been studying the possibility of creating the second course in Arabic for quite some time, but we have not done it yet.

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Term	Enroll	Fill	Sections	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF
Fall 2010	31	124%	1	25	31	5.29	0.33	526.06
Fall 2011	30	120%	1	25	30	5.12	0.33	509.09
Fall 2012	19	76%	1	25	19	3.24	0.33	322.42
Spring 2011	33	132%	1	25	33	5.63	0.33	560
Spring 2012	23	92%	1	25	23	3.93	0.33	390.3
Spring 2013	22	88%	1	25	22	3.75	0.33	373.33
Totals	**158**	**105%**	**6**	**25**	**26.33333333**	**4.493333333**	**0.33**	**446.8666667**

As is the case with other low cap classes, productivity rate in Arabic is below the 525 as per state guidelines. Language courses require much closer monitoring of students in order to make progress in their writing, reading, listening and speaking skills, for that reason, our courses are kept at 25 students. During the fall 2013 semester, all language courses raised their cap to 28 students. We will se how this impacts productivity.

c. **Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.**

Arabic is only offered at night. The gap between success rate (73%) and retention rate (86%) is 13%. Spring 2013's success rate has been the highest ever since the course was created.

Term	Extended Day Success Rate	Extended Day Retention Rate
Fall 2010	74%	100%
Fall 2011	70%	87%
Fall 2012	68%	79%
Spring 2011	76%	85%
Spring 2012	61%	70%
Spring 2013	91%	95%
Average	73%	86%

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

	African American		Hispanic		White		Other		Unknow	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Fall 2010	0%	100%	79%	100%	50%	100%	0%	0%	75%	100%
Fall 2011	0%	0%	69%	88%	0%	0%	0%	0%	75%	75%
Fall 2012	0%	0%	67%	78%	0%	0%	0%	0%	100%	100%
Spring 2011	0%	0%	74%	84%	100%	100%	0%	0%	100%	100%
Spring 2012	0%	0%	61%	67%	100%	100%	0%	0%	50%	75%
Spring 2013	0%	0%	90%	95%	100%	100%	0%	0%	0%	0%
Total			73%	85%	58%	67%			67%	75%

Hispanics represent the majority of students taking Arabic and they also have the highest success and retention rates with 73% and 85% respectively. The Unknown category is next with 67% success and 75% retention rate, while white students have 58% success rate and 67% retention rate. Only one African American has taken a class during these three years and there are no students in the "other" category.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

This is not applicable, as Arabic does not have a degree or certificate at the present time.

f. **What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?**

At this time, the only change will be to create a Arabic 110 course that can incentive students to take the sequence course.

2. **Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.**
   We will add a new Arab 110 course in the near future. No other additions or revisions are being considered at this time.

3. **Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).**

   Not applicable since Arabic is a standalone course.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**FUTURE PROGRAM GOAL #1** Budget Priority #1	**INSTITUTIONAL GOAL(S)**
Identify Goal: Enhance our educational offerings in Arabic.		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: To create a new Arabic course.		
Task(s): Write course outline of record for new Elementary Arabic course part II. Submit it for approval to the Curriculum Committee.		

Timeline: Fall 2015				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$2790

2	**FUTURE PROGRAM GOAL #2** Budget Priority #2			**INSTITUTIONAL GOAL(S)**
Identify Goal:				☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:				
Task(s):				
Timeline:				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

TOTAL BUDGET REQUEST	$_____

1. How will your enhanced budget request improve student success?
2. Our one Arabic instructor has generated much interest in the Arabic language. A second course would provide students with instruction in a language with important geo-political significance worldwide.

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Arabic is not a program. Therefore we don't have program learning outcomes.	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****